

Appendix F: Enrollment Status Descriptors
ELL Participation in District-Wide Assessments Systems

	CURRENT ELL STUDENTS		TRANSITIONED ELLs
	<i>English Language Testing: Identification/Placement or Growth Measure</i>		<i>Up to 2 years</i>
Student Language Level	Pre-production/Early Production/ Speech Emergence ELDA Levels: 1-3 TESOL Levels: Starting, Emerging, Developing	Intermediate Fluency ELDA Level: 4 TESOL Level: Expanding	Advanced Fluency ELDA Level: 5 TESOL Level: Bridging Scores proficient on the ELDA (State recommendation: Scores at Level 5 on listening, speaking, reading, writing, and comprehension. Districts have flexibility to set their own criteria for full proficiency)
English Language Fluency Levels	Scores non-English proficient (NEP) on ANY part of the assessment	Scores limited English proficient (LEP) on ALL parts of the assessment or a COMBINATION of limited and proficient	Fluent English proficient in the 4 domains (reading, writing, listening, speaking) (FEP)
English Language Proficiency Testing	Scores non-English proficient (NEP) on ANY part of the ELDA	Scores limited English proficient on ALL parts of the ELDA or a COMBINATION of limited and proficient	No English language proficiency testing. LEA monitors the student's work for up to 2 years
Instructional Services	Receive/Participate in: <ul style="list-style-type: none"> Newcomer/Orientation Differentiated instruction Direct ESL Services (ESL pull-out, ESL class period, or ESL resource center) <i>Sheltered English Instruction (Also known as Special Alternative Instructional Program [SAIP], Specially Designed Alternative Instruction in English [SDAIE], or Content-Based Programs)</i> <i>Push-in/ Inclusion Model</i> <i>Content area support</i> Two-Way Bilingual Education, Dual Language Instruction, Bilingual Immersion, or Developmental Bilingual Education (DBE) Transitional Bilingual Education (TBE) Tutor/Native language support 	Receive/Participate in: <ul style="list-style-type: none"> Some ESL support Flexible scheduling and instruction Differentiated instruction Tutoring Etc. 	Receive/Participate in: <ul style="list-style-type: none"> Full participation in district classes with same guidelines as general education students Flexibility for re-entry Differentiated instruction
General Achievement Levels	Performance in content areas may be below grade level	Performance in content areas may be near or at grade level.	Performance in content areas is at grade level.
Accommodations in assessment and delivery of instruction (decisions made on an individual basis and documented)			Include students in general assessments. If accommodations are needed based on IEP requirements, decisions are made on an individual basis and must be documented.
		Preliminary Exiting (Students transitioned for 2 years)	Participates in the district-wide assessments WITHOUT accommodations

EXITED FULLY (2 Years of Transition Completed)

There is **NO** need for additional second language support.
Satisfies the District's exit criteria and has been exited from the transitional stage.
The student is **NO** longer classified as an ELL at the LEA.